



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

High School Education. Professional treatments of the administrative, supervisory, and specifically pedagogical functions of secondary education, with special reference to American conditions. Edited by CHARLES H. JOHNSTON. New York: Scribner, 1912. Pp. xxii + 555.

According to the editor in his introduction: "The American high school is our most interesting educational institution, more democratic than the college and more selective than the elementary school." So great is the "fulness of life" of its students that it has borne good fruit in spite of "administrative and pedagogical" wastefulness. Although dominated by ideals that are more or less mediaeval, it "enjoys a fair measure of success." The point of view thus suggested is promising and the chapters which follow form on the whole a valuable contribution to the interpretation of the American high school in its administrative and pedagogical aspects with reference to present-day needs and ideals.

The editor writes the first two chapters. The first deals with the present-day diversity of demands made on the high school, the lack of well-defined principles of organization and of co-operation with society at large, and the pressing need of defining values and policies and of scientific reconstructions. The second chapter offers a well-balanced discussion of the disciplinary basis of the course of study. The older extreme views of formal discipline are rejected, and a modified form of the doctrine of specific disciplines is adopted, based on the recognized complexity of the processes involved in learning.

The chapters which follow, contributed by various American educators, chiefly college and university men, present first a brief sketch of the history of the secondary curriculum, principles and plans for reorganizing secondary education, the problem of the organization and control of instruction, and twenty-one chapters dealing with the specific subjects of the high-school curriculum.

The plea offered by Professor Davis in chap. iv for the six-year high-school course is very well worked out. The need for such a course is clearly stated and the different experiments to date are outlined, administrative difficulties are discussed, and an initial working-scheme is presented.

The various subjects of the course of study are discussed with reference to the "life-purposes of high-school students—not college admission requirements." A plan consisting of thirteen suggestive topics has been roughly followed in the various essays. While the chapters are quite general and

differ considerably in value, the reviewer believes that every secondary-school teacher could profit by studying with care not only the chapter dealing with his own specialty but all of them as helping him to appreciate the values of other subjects than his own. The bibliographies dealing with the pedagogical aspects of the respective subjects should be of decided value to every teacher.

The sections devoted to moral training and to instruction in matters of sex are well worked out and should be of value to all persons engaged in high-school work.

Notwithstanding the avowed aim, the discussions leave one with the impression that they are written by those not in intimate touch with real high-school problems. It would have been better if more men in the secondary field could have contributed to the book. The idea of formal discipline crops out occasionally, although the editor's more advanced ideas seem to be fairly well appreciated by the college and university specialists.

IRVING KING

STATE UNIVERSITY OF IOWA

Success: A Manual of Moral Instruction. By FRANK CHAPMAN SHARP.
Madison: University of Wisconsin, 1913.

Probably no question of educational values or methods has received so much attention in recent times as that relating to moral instruction and training. It seems that all people feel the need of moral training of some kind; but there is great diversity of opinion respecting the right way to proceed in this matter. There are many, apparently, who believe that pupils should have systematic moral instruction, while others maintain that the thing to do is to put all our energy into the fixing of moral habits. Those who think that pupils should be instructed in regard to behavior usually assign lessons in textbooks, or give lectures upon right and wrong conduct, the aim being to lead pupils to an understanding of the principles involved. It is maintained by those who lay emphasis upon systematic instruction that if pupils can be got to memorize moral principles, they will be likely to practice them in everyday life. But those who doubt the value of formal lessons in moral conduct hold that a pupil may learn the principles of right and wrong in his textbook, but never make application of the principles to the real situations of daily life. On account of this difference of opinion between people interested in improving the conduct of the young, we have not made great progress in respect to moral training in the schools. It is rarely that one picks up an educational magazine or attends an educational convention without being told that in America we are behind in moral training, and we are being continually urged to devote more effort to improving the morals of the young.

Probably no one in this country has contributed more to the solution of this problem of moral training than has Professor Sharp, of the University of Wisconsin. For a number of years, he has been trying a certain method of